

# Resource People

## Grades 7 and 8, Lesson #15

### Time Needed

---

One Class Period

### Student Learning Objectives

---

To be able to...

1. Recognize and know the name of two or three easily accessible resource people including, perhaps:
  - School Librarian
  - School Counselor or Psychologist
  - School Nurse
  - “Natural Helper” (trained peer)
  - Doctor or Clinician from a nearby teen or family medical clinic
  - Counselor from a nearby teen or family counseling center
2. Describe how at least one resource person could be helpful with a family life or sexual health concern.

### Agenda

---

1. Explain the purpose of the lesson.
2. Organize the interviewing process.
3. Introduce several resource people by name and title, and have students interview them.
4. Optional: Assign homework.

**NOTE: arrangements for this lesson will need to be made at least three weeks in advance.**

This lesson was most recently edited on July 23, 2013.  
Alternate formats available upon request

## **Materials Needed**

---

**Classroom materials:** in advance to resource people, for each resource person...

- *Letter to My Students' Resource People*
- *Possible Interview Questions*

**Student Materials:** (1 per student)

- *Resource People Reference Sheet*
- **Optional:** *Family Field Trip 2*
- **Optional:** *Recommended Readings for Families*
- **Optional:** *Resource People Worksheets 1-3*

---

**Activities**

---

1. **Explain the purpose of the lesson:** *By 7th or 8th grade, many people are already using family members, friends, or, if they have one, their church, mosque, temple or synagogue for help in solving problems. However, sometimes those people do not have an answer to a question, or they may not feel comfortable talking about an issue. A person may begin by 7th or 8th grade, looking to other adults for help as well. Today's class will introduce you to people you might go to in addition to (not "instead of") your family, friends, and clergy.*
2. **Organize the interviewing process in one of several ways:**
  - Give students two or three minutes to write down three things they would like to ask of a librarian, nurse, or whomever you have invited. Then just have them raise their hands to speak. You can add questions they omit.
  - Cut a spare photocopy of suggested questions into strips and give them to 20 volunteers to ask of each resource person, in turn.
  - Cut a spare photocopy into four sections and have a panel of four volunteers interview one resource person. Then have those four volunteers hand their questions to four others, who will interview a second resource person, and so on.

NOTE: You may want to have students wear nametags with their first names to allow the resource people to get more familiar more quickly (i.e. so that they can call students by name, instead of "hey you," to seem more approachable).

3. **Introduce two or three resource people, either one at a time or as a group, they can include:**
  - School Librarian
  - School Counselor or Psychologist
  - "Natural Helper" (Trained Peer)
  - School Nurse
  - Doctor/Clinician from nearby teen or family health clinic
  - Counselor from nearby teen or family counseling center

Make sure students take notes by filling out Resource People Reference Sheet. Feel free to contribute (briefly) to discussion if anything needs clarifying.

One sensitive issue is sure to be raised: that sexual abuse must be reported to Children's Protective Services. When this is discussed, make sure students understand that disclosure can be a tremendous relief and that the counselor (or whomever) would do everything possible to respect the students' wishes about how the report was made ... in fact the student and adult could make the report together, if the student wished.

It is not necessary that every question be addressed by every resource person. Remember that the primary reason for the lesson is to give students a chance to get to know, and imagine utilizing, these few resource people.

## Homework

---

Students' options:

- **Family Field Trip 2** (Students will need to take home one copy of **Recommended Readings for Families**, to complete this Family Homework.)
- **Resource People Worksheet 1, 2, or 3** (Each student should take home all 3, so he or she has alternatives if any one is difficult to accomplish; for example, if there is no family doctor, or if the family is not affiliated with a religious institution.)

# Letter to My Students' Resource People

---

Date \_\_\_\_\_

Dear \_\_\_\_\_

I'm writing to confirm your visiting my classes. Thank you for your willingness to take time out of your busy day for this. As I mentioned when we talked, I want my students to have an opportunity to get to know you so they'll be more inclined to access you. We are studying *Family Life and Sexual Health (F.L.A.S.H.)*. Our unit includes:

- |  |  |
|--|--|
| <input type="checkbox"/> Puberty                       | <input type="checkbox"/> Touch & Abstinence                |
| <input type="checkbox"/> Sexual Health & Hygiene       | <input type="checkbox"/> Birth Control                     |
| <input type="checkbox"/> Sexually Transmitted Diseases | And communication:   |
| <input type="checkbox"/> HIV/AIDS, specifically        | <input type="checkbox"/> Assertiveness                     |
| <input type="checkbox"/> Reproductive System           | <input type="checkbox"/> Asking honestly for what you want |
| <input type="checkbox"/> Pregnancy                     | <input type="checkbox"/> Taking "no" for an answer         |
| <input type="checkbox"/> Decision-Making & Teen        | <input type="checkbox"/> Saying "no"                       |
| Parenthood   | <input type="checkbox"/> Defending your rights             |

Individual students may need your help with questions, concerns or problems. My main objectives in this lesson are that students:

- Know your name, what you do and how to find you
- Perceive you as human, knowledgeable, approachable, respectful, and caring
- Are able to describe the kinds of things you can help them with

The same day you visit my class, I will try to have several other resource people visit, too. Students will interview you. I'm attaching a list of the kinds of interview questions you might expect.

You might want to bring them something tangible to show and tell. A librarian might bring a few books; a counselor, a stuffed animal you keep in your office or a few brochures about issues you can address. You may want to bring them your business card or a flyer about your services. Feel free to share anecdotes.

You will have a total of about \_\_\_\_\_ minutes. I have classes at these times:

\_\_\_\_\_  
\_\_\_\_\_

Call me if you have any questions ( \_\_\_\_\_; \_\_\_\_\_ )  
or email me at ( \_\_\_\_\_ ).

Sincerely,

## Possible Interview Questions

---

1. Where is your office? What's the room number (if in school), phone number (if outside school), or e-mail address?
2. What are your office hours?
3. Would we need appointments or hall passes or permission from our parents or guardians to come see you?
4. Can two or three students come see you together if we want?
5. Does it cost to come see you (if the person is from outside your school)?
6. Who do you tell when a student comes to you? Does it depend? On what?
7. What do you like about your job?
8. What do you dislike about your job?
9. What makes you good at your job?
10. Tell us something about your life outside of your job.
11. If a student came to you with an acne question, what would you do?
12. If a student came to you with a possible sexually transmitted infection, what would you do?
13. If a student came to you about sexual abuse or a rape, what would you do?
14. If a student came to you feeling lonely, what would you do?
15. If a student came to you with a pregnancy question, what would you do?
16. If a student came to you with a birth control question, what would you do?
17. If a student came to you with a question about their feelings, what would you do?
18. If a student wanted help talking with his or her parents or guardians, how could you help?
19. What do you know about family life or sexual health now that you wish you would have known in 7th or 8th grade?

# Resource People Reference Sheet

---

Name \_\_\_\_\_ Date \_\_\_\_\_

Guest #1: Name \_\_\_\_\_

Job \_\_\_\_\_

Phone number(s) and/or email address  
\_\_\_\_\_

This person can help with \_\_\_\_\_  
\_\_\_\_\_

Guest #2: Name \_\_\_\_\_

Job \_\_\_\_\_

Phone number(s) and/or email address  
\_\_\_\_\_

This person can help with \_\_\_\_\_  
\_\_\_\_\_

Guest #3: Name \_\_\_\_\_

Job \_\_\_\_\_

Phone number(s) and/or email address  
\_\_\_\_\_

This person can help with \_\_\_\_\_  
\_\_\_\_\_

# Family Field Trip 2

---

ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL.

**First:**

Go together to your local public library or a bookstore and pick up one or more of the books or visit one or more of the web sites from the attached list. Or, if you belong to a church, temple, mosque, or synagogue, see if they have a recommended reading list on sexuality for families.

Some of these titles aren't available in ordinary bookstores. When they aren't, we've included ordering information.

**Next:**

- Find a quiet time and place.
- Get a cup of tea or cocoa for each of you, to make it a special time.
- Read a chapter aloud to each other.

**Finally:**

Discuss ...

- what you each agree with
- what you each disagree with
- how you each feel (relieved? embarrassed? surprised? etc.)
- whether you would like to read together again soon, and if so, when

NOTE: Turn in a Family Homework Confirmation Slip by \_\_\_\_\_, if you want credit.



# Readings & Web Sites for Families

---

## For Parents and Guardians

**Family Connections**, a series of guidebooks from Adagio Health's Center for Adolescent Pregnancy Prevention to help adults talk with their children about sexuality. Single copies FREE. <http://www.adagiohealth.org/womens-healthcare/resources-order-form.php>

**Our Sons and Daughters** and **Nuestras Hijas y Nuestros Hijos**, from PFLAG, Parents, Family and Friends of Lesbians and Gays. FREE online; <http://community.pflag.org/Page.aspx?pid=594>

**Sex and Sensibility: The Thinking Parent's Guide to Talking Sense about Sex**, by Deborah Roffman, 2001; Perseus Books Group.

**Sexuality: Your Sons and Daughters with Intellectual Disabilities**, by Karin Melberg Schwier and Dave Hingsburger, 2000; Brookes Publishing.

**The Talk Institute:** Go to [www.thetalkinstitute.com/articles.html](http://www.thetalkinstitute.com/articles.html)

**Advocates for Youth:** Go to [www.advocatesforyouth.org](http://www.advocatesforyouth.org) and click on "Parents' Sex Ed Center"

## For Students

**Will Puberty Last My Whole Life?: REAL Answers to REAL Questions from Preteens About Body Changes, Sex, and Other Growing-Up Stuff**, by Julie Metzger RN MN and Robert Lehman MD, 2012. Sasquatch Books.

## For Parents or Guardians and Students Together

**Talk to Me! Guides to help parents and young people interview each other about sex, life** by Barb McGuire and Beth Reis. Pairs of booklet sets (father/son, mother/daughter, father/daughter, mother/son) for students and parents/guardians or other trusted adults. They include age-appropriate questions to prompt open communication about sex, love and life. \$4 per set (for one family) See: [www.ppgnw.org/TalkToMe](http://www.ppgnw.org/TalkToMe). For more information: [education@ppgnw.org](mailto:education@ppgnw.org) or call 206-328-7715.

**What's Happening to My Body? Book For Boys: A Growing Up Guide for Parents and Sons, Revised Edition** and **My Body, My Self for Girls, Revised 2nd Edition (What's Happening to My Body?)** by Lynda Madaras, 2007. Newmarket Press.

**Kids' Health:** Go to [www.kidshealth.org](http://www.kidshealth.org)

# Resource People Worksheet 1

---

Name \_\_\_\_\_ Due Date \_\_\_\_\_

## My Family Doctor

Directions: Get help from a family member, or use the phone book to fill in your doctor's name and number, below. If you do not have a family doctor, do a search online for "family practice doctor" or "pediatrician" and your zip code. Or, in many places, you can call 2-1-1 for help finding a clinic, family practice doctor or a pediatrician. Then call the doctor's office. Explain that you are doing an assignment for school, and ask if the doctor or nurse might have a few minutes to answer some questions. If not, ask when would be a good time to call back. Fill in the rest of the page, as you ask each question. Do not forget to thank them for their time when you are done.

My family doctor's name \_\_\_\_\_

and phone number \_\_\_\_\_

1. If you needed to see the doctor, would you have to make an appointment? \_\_\_\_\_
2. Are they open any late afternoons or Saturdays? \_\_\_\_\_
3. Would you need your parent's or guardian's permission to see the doctor and would they be told about your visit? \_\_\_\_\_
4.
  - a. Does your doctor treat acne? \_\_\_\_\_
  - b. How about sexually transmitted infections, like gonorrhea? \_\_\_\_\_
  - c. Does your doctor do pregnancy tests? \_\_\_\_\_
  - d. How about Pap tests? \_\_\_\_\_
  - e. Does your doctor prescribe any kinds of birth control?  
\_\_\_\_\_
  - f. Can he or she help someone who has been sexually abused or raped? \_\_\_\_\_
5. How much do most visits cost? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What does your doctor or nurse think is the most common worry of people your age?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Resource People Worksheet 2

---

Name \_\_\_\_\_ Due Date \_\_\_\_\_

## My Church, Temple, Mosque, Synagogue, or other Faith Community

Directions: Get help from a family member, or use the phone book to fill in the first 2 blanks, below. (If you do not belong to a faith community, choose a different worksheet.) Next, call your church, temple, mosque, synagogue, or other faith community. Explain that you are doing an assignment for school, and ask if your minister, priest, imam, rabbi, or other spiritual leader (youth leader, lay leader) might have a few minutes to answer some questions. If not, ask when would be a good time to call back. Fill in the rest of the page as you ask each question. Do not forget to thank them for their time when you are done.

My church, temple, mosque, or synagogue is \_\_\_\_\_

and phone number \_\_\_\_\_

1. Does your church, temple, mosque, synagogue, or other faith community have any family life or sexual health classes for teens? \_\_\_\_\_
2. Does it have any similar classes for parents and guardians? \_\_\_\_\_
3. Does it have classes for parents or guardians and teens together? \_\_\_\_\_
4. If you ever needed to talk about a family or sexual problem, who in your church, temple, or synagogue could you go to? \_\_\_\_\_
5. Would they need to tell your parent or guardian about your conversation? \_\_\_\_\_
6. Is there anyone who could meet with your whole family, if you wanted help talking over a family problem with each other? \_\_\_\_\_
7. What does your minister, priest, imam, rabbi, or other spiritual leader think are the most common worries of people your age?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Resource People Worksheet 3

Name \_\_\_\_\_ Due Date \_\_\_\_\_

## Social Service Agencies

Directions: Call your local Community Information, Crisis Clinic, or United Way Information Line. In many places the number is 2-1-1. Explain that you are doing an assignment for school, and that you need to ask a few questions. Then ask any three of the questions in numbers 1-6, below. Finally, ask question number 7. Fill out the worksheet as you go. Do not forget to thank them for their time when you are done.

1. Can you tell me two places a teenager could go in our area for a physical check-up? I also need their phone numbers.

Place: \_\_\_\_\_ Phone: \_\_\_\_\_  
Place: \_\_\_\_\_ Phone: \_\_\_\_\_

2. Can you tell me two places a teenager could go for family counseling?

Place: \_\_\_\_\_ Phone: \_\_\_\_\_  
Place: \_\_\_\_\_ Phone: \_\_\_\_\_

3. Can you tell me two places a teenager could get help with a sexually transmitted infection?

Place: \_\_\_\_\_ Phone: \_\_\_\_\_  
Place: \_\_\_\_\_ Phone: \_\_\_\_\_

4. Can you tell me two places a teenager could go for birth control?

Place: \_\_\_\_\_ Phone: \_\_\_\_\_  
Place: \_\_\_\_\_ Phone: \_\_\_\_\_

5. Can you tell me two places a teenager could go for a pregnancy test, or help with a pregnancy?

Place: \_\_\_\_\_ Phone: \_\_\_\_\_  
Place: \_\_\_\_\_ Phone: \_\_\_\_\_

6. Can you tell me two places a teenager could go about a sexual abuse problem or a rape?

Place: \_\_\_\_\_ Phone: \_\_\_\_\_  
Place: \_\_\_\_\_ Phone: \_\_\_\_\_

7. What are the most common questions you get from people my age?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_